

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

The Honourable Walter E. Harris,  
Minister

INDIAN SCHOOL BULLETIN

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INDIAN AFFAIRS BRANCH

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Never allow yourself to become  
so conscientious about teaching subjects  
that you forget you are teaching children.

Don't forget to provide for  
frequent lesson changes so that your young  
Indian pupils will not have to sit still  
for too long at a time.

Note

These bulletins are for retention on file.  
They are NOT to be removed from schools by teachers.  
Indian Superintendents will check in their periodical  
visits to schools, to ensure that these bulletins are  
kept in the classrooms.

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# indicates article of special interest  
to Indian Affairs Branch officials.

Is your classroom a friendly place  
which gives your children a pleasant feeling  
of belonging? It is usually possible to  
commend a child on some phase of his work,  
even if it is nothing more than the way he  
sits, or holds his pencil and paint brush.



PART I: SCHOOL ADMINISTRATION

21 FAREWELL MESSAGE FROM SUPERINTENDENT OF EDUCATION

(The following message has been received from Mr. B. F. Neary, Superintendent of Indian Education, who is leaving the Service on January 31, 1951.)

It is with regret that I send this, my last message to our field officials, principals, and Indian day and residential school teachers. During the last four years we have faced many problems together and I feel confident that we are all agreed that progress has been made in providing our Indian children with an education which will enable them to become good Canadian citizens.

During this time we have opened many new schools, greatly increased our teaching staff, introduced salary schedule and pension benefits and have expended large sums of money in purchasing new classroom equipment and supplies. One of the most gratifying results has been the steady decline at the rate of about 1,500 per year, in the number of Indian children for whom educational facilities were not previously provided. In many other phases of educational work, beginnings have been made in various new activities. Our programme of vocational education has been expanded, our programmes of physical education and visual education are just starting.

It is with sad feelings that I leave these many activities which have been close to me. However, I have been offered a position as Managing Director of a publishing company, which will enable me to provide better for my wife and family. Therefore, with this and other considerations in mind, I have submitted my resignation and will leave the Service on February 1, 1951.

Please do not take this to mean that I am no longer interested in the problems of Indian education. Every field official, principal or Indian day and residential school teacher whom I have met or corresponded with is hereby given a cordial invitation to drop in for a chat with me at my new headquarters which will be Thomas Nelson & Sons, 91 Wellington Street West, Toronto, Ontario, (three minutes walk from the Union Station).

In closing may I sincerely thank all those who have shown me such wonderful hospitality in my inspection trips, who have written me such kind letters of encouragement or who have otherwise contributed to the feeling of satisfaction which has met our efforts to improve the standard of Indian schools.

We have walked a difficult road together and my sincere wish is that those who follow will give you the same appreciation and service that I have attempted to render. I began my work in Indian education in an Indian day school at the farthest end of our country, I close it as the Superintendent of a widely expanded system which has still many problems to overcome but whose principals and teachers have left with me, an enduring impression of faithfulness and devotion to duty. Now that our paths are parting, I hope that the good work we have started together will continue until it reaches the ultimate goal of providing a full and sound education for every Indian child of school age in Canada.

# 22 LIBRARY BOOKS

The next issue of the Bulletin will list the library books obtainable for schools for the 1951-52 academic year. It has been decided that the March issue of the Bulletin is preferable to the present issue for listing these books as we have not yet the complete stock of titles.

23 THE WORK OF OUR INDIAN WELFARE TEACHERS

(Part II of an article which began in the November issue)

Thunderchild Day School, Battleford Agency, Saskatchewan

Mrs. F. L. Ross is the welfare teacher at the Thunderchild Indian Day School in the Battleford Agency of Saskatchewan. Realizing the need for instruction in farm mechanics for adult Indians, she made plans last winter for a three day course in farm mechanics. The following report will give all our readers a picture of a teacher who saw the need for something constructive to be done for her Indians and who worked with departmental officials to answer this need.

Report of Farm Mechanics Course held at Thunderchild School, March 7, 8, 9, 1950. -

"Arrangements for the course in Farm Mechanics were made with the Extension Department of the University of Saskatchewan. The Dominion/Provincial Youth Training Programme sponsored the course.

As Indians have practically no knowledge of anything mechanical it seems that instruction in simple mechanics should be of use to them. This was primarily a course for younger men, and there is a growing interest among them about machinery generally.

Mr. C. A. Fawell, a Graduate in Agriculture, was sent as Instructor, and the course lasted three days.

1st day: - Basic principles of the engine, simple explanations of how it works, accompanied by filmstrips for further explanation. Poor farming methods were talked about and how they led to erosion. different kinds of soils were discussed. Slides illustrated these also.

2nd day: - Talk on ignition, fuel and oil systems of tractors illustrated by slides. A small engine was used for practical work and demonstrations. Also a demonstration of the uses of rope on the farm.

3rd day: - Further instruction about the tractor, transmission and care and operation of same; care of farm machinery and methods of weed control. Practical work in cutting rafters for a roof was given.

Of necessity the instruction had to be in simple terms but Mr. Fawell seemed to have a good grasp of the situation and a good interest was shown by those attending. He had an interesting collection of slides. The older school boys were present every day.

Dinner was served each day in the school dining room to those in attendance. Each afternoon the women and girls gathered at the school for sewing. The last afternoon filmstrips were shown to all, followed by lunch.

From observation it seems that if we are to help and give these people practical education we will have to bring it to them, - such a course as the above does this. The school is the educational centre and should try to benefit adults as well as those of school age. There is such a need for further practical teaching to the younger teen-age boys and girls, in vocations and homemaking. "

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Mrs. Ross also sponsors the Thunderchild Homemakers' Clubs. She reports on 21 meetings held with women and girls working on quilts, dresses, shirts, and underwear. Even the smaller girls made a quilt of which they were very proud. A beginning was made in the teaching of knitting, to both girls and women.

#### Hay River Day School, Fort Resolution Agency, Northwest Territories.

Many interesting items are contained in the reports submitted by Mr. W. A. Bowerman, Principal and Welfare Teacher at the four-room Hay River Indian Day School, Hay River, N.W.T. The following extracts are from his report for March, 1950:

##### "Family Allowances

"I have filled in ten reports, and written seventeen letters regarding Family Allowances.

Five investigations were made for the Alberta and Dominion authorities, for Family Allowances.

Twenty-three families were visited and advice and suggestions made for better use of their family allowances.

##### Kite Contest

A kite contest was held on April 1st, for the boys and girls of this district. I spent four Saturday afternoons with the children making kites and teaching them how to fly them.



#### Camera Club

A camera club for teen-agers was organized and developing room established. Two Tuesday nights per month are spent with this club, teaching developing and printing, and giving instructions in the use of their cameras, to obtain better pictures.

#### Community Library

I assisted in the organization of a Community Library. We are spending one evening a week building shelves, desks and benches for the library.

We have appointed librarians and are now ready to open our library as soon as the books are received, which should be the first week in April. The Department of Extension, University of Alberta, are loaning us seventy volumes, to start.

#### Boy Scouts and Girl Guides

I act as adviser and examiner for the local Scout Troup, Cubs and Guides. I devote one night per week to this work.

#### Skating Rink

I established and managed the local skating rink for the school and community for the past three months.

#### Movies

One show of educational films for the adults each week; these are the pictures provided by the National Film Board.

#### Clubs

I acted as adviser for the relief and welfare work of the Community Society and the Ladies' Northern Sunshine Club. I interviewed those applying for help and recommended what action should be taken by the clubs.

My office is open from 4 to 5.30 p.m. each day, for services that I can render to the people of the community. This service includes writing letters for those who cannot read nor write; family allowances; relief and welfare, etc.

#### Welfare Work Among Natives:

#### Fishing Project:

This project was organized last fall for the Treaty Indians. Six cabooses and necessary nets, jiggers and needle bars were purchased, with a Departmental loan.

The fishermen were organized and commenced fishing December 1st, 1949, but a full staff for the cabooses was not available until January 1, 1950.

The fishing season was very poor and most of the whites lost heavily, but I am pleased to report that among the natives, three of the cabooses made money and two were a little in debt. One caboose was put out January 1st. This caboose was in debt at the end of the fishing season to the amount of \$450.00. The amount of fish taken was 39350 pounds of saleable fish valued at \$3131.55.

This is the first season that the Indians had the opportunity to compete with the white fishermen. Although they did not make much money, their living conditions were much improved. The children were better fed and clothed, and from the standpoint of welfare this project was a success.

My work with this project was one of organization and constant supervision. I spent most of Sundays looking after this work. We have learned much this winter and I am sure that next year, with a few changes, we can do much better.

#### Relief Work

Once per week, I endeavour to visit all the native homes, and give suggestions which might improve their housing, sanitation, and lead to better diets. As a result of daily reminders in the classes, and weekly lectures regarding diets to the parents, the natives are buying fruit now, instead of the candy and pop which they previously bought. When requested by the R.C.M.P., I investigate those applying for destitute rations, and advise them of my findings.

#### Movies:

One showing of educational films is given each week for the natives. I was compelled to give one showing for the whites and one for the natives due to the large numbers in attendance.

## Adult Education

A class in the maintenance and repair of outboard motors was started, but was discontinued after three nights, due to the lack of interest. The course will be again started after the spring hunt.

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Fifty elk hides were distributed to the natives. I am very pleased to report that all of the hides are being worked on, and many have the hides scraped, bleached and ready for smoke tanning. "

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## Rae Indian Day School, Fort Norman Agency, Northwest Territories

From this school, situated on Great Slave Lake, we have received reports from Mr. L. A. Allard, who has been teaching at Rae for the last three years. (He is now attending Normal School while his sister is teaching for him at Rae):-

- "1. Regular visits were made to homes in order to bring about closer cooperation and better home-school relationship.
2. Visits were made to the local hospital patients.
3. A slide was built for school and community recreation.
4. Monthly showing of film-strips was held.
5. Night school was held for the older residents.
6. Visits were made to the nearby camps.
7. Library services were continued.
8. Supervised maintenance of dwelling for the old folks. "

## 24 AN INDIAN THINKS

(Editor's Note: This article was written by one of the Indian "patient pupils" at the Brandon Indian Hospital. It was sent to the Editor of the Bulletin by his teacher, Miss Christine Fraser. The author is Michael Twovoice, who was born some 29 years ago on the Cowessess Indian Reserve, Broadview, Saskatchewan. He attended the Qu'Appelle Residential School at Lebret, Saskatchewan. On leaving school he moved to the Lizard Point Reserve at Rosburn, Manitoba. He is the Assistant Secretary of the Manitoba Indian Association. Only recently he has curtailed his activities due to his admission to the Brandon Hospital where he is now "cure chasing".

This short article is another indication of the growing realization on the part of our Indians that they need a good sound education. Are you, as an Indian school teacher, giving them such an education by organizing your work, planning your lessons, and working your pupils in high gear at all times?)

" It often amuses me, when I am amongst white strangers, to have them look at me intently, quite unaware that I am observing them. As they gaze on my expressionless and impassive features, I know they are wondering what goes on in an Indian's mind.

What does go on in an Indian's mind? I shall attempt to answer this question in part. Being an Indian of the Saulteaux tribe, I shall write about their chief interests. I have had a limited education, but I hope that this article may make not too dull reading. I shall not be pedantic in my phrasing. I shall try to show the mind of the Indian of today. In endeavouring to do so, I hope to justify his proud nature.

I, for one, am proud to have been born an Indian. I take pride in our traditions and heritage as Canada's own children of nature. I am thankful that some of our Indians stand beside their pale-faced brothers as equals. But, unfortunately, all Indians are not literate and we are faced with the stark realization that this era obliterates the old nomadic mode of living. The question of education arises and



the great need of it in our every day life. We are aware of its importance, knowing that it is essential to the progress and advancement of the Indian people.

However, it is worthy of note that some of our people are well educated. Some have learned ways of making a substantial living. These prominent Indians, many of them, are carrying the torch for the Indians as a whole, appealing for justice to the Canadian Government for alleged violations of their Treaty rights. I admire these champions of our race and am impressed with the manner in which they carry their prestige and dignity inherited from a long succession of forbears.

It may be of interest to relate briefly how some of these men laboured strenuously, without faltering, in spite of great handicaps and obstacles. They had to contend with their fellow Indians. They had to bring about an understanding among them. This was in no way a small undertaking. Then there was the still greater task of amalgamating the various Indian organizations across Canada to form a United National Indian Organization, from which delegates might be chosen to act as representatives acceptable to all Indians. These could act with authority as an Indian emissary to carry their case to the Canadian Government. "

## PART II: TEACHING METHODS

### 25 FROM ONE TEACHER TO ANOTHER

#### Magazine Pictures

Be careful about saving every picture from the magazines you read which would be of value when used in your classroom. Many excellent oral and written language "stories" can be developed from these pictures. Some teachers place these pictures on heavy cardboard and prop them on the teacher's desk for students to see while making up a story about what is happening in the picture.

Other pictures which do not have a story value but illustrate a point in Geography or History can be tacked on your Notice Board.

#### Why is Wool Warm?

In one of your health classes try this simple science experiment to demonstrate the way wool helps keep our body warm.

Take two bottles or jars of equal size which have close-fitting covers or stoppers (such as fruit jars), fill each bottle with hot water and cover. Wrap one tightly in a wool sweater and leave the other exposed to the air.

Then after a short time, let the children feel each bottle to find out which is warmer. See whether they can tell why. Can they tell why wool is warmer than cotton?

#### Action Stories

Occasionally your senior grades will enjoy writing a paragraph or story beginning with a given sentence like the one below, to see which pupil can produce the best effect. Be sure, with Indian children, to have a short discussion before they begin writing as this will provide you with the chance to point out the value of descriptive words.

The two Indian boys had just finished their lunch and started slowly up the long steep trail, when suddenly -----

#### Old Calendars

Now is the time of year to consider the use to which old calendars can be put. Many of them have numbers which are large enough to cut out and use in primary arithmetic. Many calendar pictures can be used in Social Studies or language work. A calendar with First Aid hints can be used for health classes. The stiff back of the calendar itself can be used for poster work.

#### Nature Lessons

You can build an excellent series of lessons around a set of animal pictures. Have your children learn a simple form of animal classification by selecting these groups:

Animals that Climb  
Animals Covered with Fur  
Animals That Would Make Good Pets  
Animals Having Claws  
Animals That Live on the Farm

In the primary grades have the children practice in listening for similarity in initial sounds that can be given by asking the children to find an animal that sounds like far (fox), can (cow), etc.

#### A Word Game

Often you have found it necessary to spend a considerable time in remedial spelling work with the slower children in the class. Here is a good word game which can be played by the more advanced children while you are thus occupied.

Write a long word on the blackboard and ask the children to list all the words they can make from the letters in this word. They can use the dictionary to help them find words if necessary. Not only do they learn the long word which is used but they become familiar with the use of the dictionary and increase their vocabularies.

#### Independent Work Periods

Try to provide a wide variety of activities for independent work periods. Besides the usual assignments in reading and their workbooks, do your pupils have an opportunity to paint, mold, draw and look at library books which are related to their classroom work?

#### Friday Afternoon Game

Many teachers use the last period on Friday for interesting game activities. Here is one to try with your intermediate grades. It is called "fish pond" and the teacher prepares sentences on papers shaped like fish. Some of the sentences are incorrect. Each child has a chance to fish for one. If he does not know whether the sentence is correct or incorrect, he must put it back and wait for his next turn. The class may divide into two sides and the score kept of the winners.

#### Clean Little Indians

Mr. E. J. Lang describes how he improved the cleanliness of his pupils at the Lakeside Day School, newly opened near Broadview, Saskatchewan:

"In the beginning of the fall term, a number of the pupils did not come to school very clean. I had regular health inspections in the morning, and gave praise where praise was due. The ones that hadn't cleaned up before they came to school, I made them give a washing demonstration in front of the class. This has helped a great deal. I also offered a prize at the end of each term for the tidiest pupil. Now I only have two families that come untidy. One of these families was living in a tent up until Christmas. I hope to get these two families into the habit of cleanliness during the next term."

#### Intermediate Arithmetic Problems

In your teaching of arithmetic to the intermediate grades, check yourself to see whether you have tried every possible method of helping the individual children in your class to improve in their ability to solve arithmetic problems. Do they understand thoroughly the arithmetical terms being used? Can they discover what processes are indicated for the solution of the problem, e.g., is it Addition, Subtraction, Multiplication or Division?

#### Blackboard Writing

Now that your primary pupils are able to use their finer muscles for small manuscript letters on paper, don't stop entirely having them write at the blackboards. As a "break" let them enjoy the freedom and variety of using big muscles while writing and drawing with chalk at the blackboard.

#### Winter Headaches

Do you have trouble with an increasing number of rubbers and overshoes becoming misplaced or lost, thus causing no end of confusion when school is over? To avoid this, supply each child with a snap clothes pin on which his name can be written in ink. Then rubbers or overshoes can be fastened securely together.



(Part 1 of this article appeared in the November 1950 issue)

In the previous article we outlined the various clues which are to be taught to a child who is learning to read. We dealt with the use of contextual clues and visual discrimination. In this article, we will deal with phonic analysis.

### Phonic Facts for Teachers in our English Language

We have 44 elementary sounds and 23 alphabet letters to designate them. C, q, and x are extra. C has either the sound of K as in cat or of S as in cellar. Q has the sound of kw and is used only with U as in Queen, quick, etc. X has the sound of ks as in lacks or gz as in extra.

The vowels have many sounds but on the whole the consonants do not vary greatly. The short vowels are contained in over 60% of all English syllables. Less than 90% of our monosyllables are purely phonetic. Others must be taught as sight words such as have, does, says. Only 10% of our syllables have the long vowels made by the silent e, such as came, mile, note, etc. A few are made by two vowels being together one of which is silent, usually the second vowel - ay (bay), ai (sail), ea (seat), ow (row). The sound of the vowels is changed by r such as car, burn, horn, etc.

The consonant blends are bl, cl, fl, gl, pl, sl, br, dr, fr, gr, pr, tr, wr, st.

### Sound Games

Some of these were mentioned in the last article on Auditory Discrimination,-

- (1) P is made with 2 lips and breath. Little puffs of breath come out between the lips. Have them feel the puffs with their hand.
- (2) B is a brother to P, only it is dounded in the throat. Feel your throat.
- (3) Teachers should make up other games similar to these. Listen carefully to the older Indian boys and girls and pick out the mistakes which they are making in diction. In most cases you will find these Indian children saying "dis" for "this", "dat", for "that". These problems vary with the individual Indian bands as their own language sounds vary. In other words some Indian tribes will have no trouble with the sound "th" but will have difficulty with other consonant blends.

### Form Games:

After auditory discrimination of many consonants, show the printed forms:

- (1) For example, place a row of consonants on the blackboard, marking a particular sound, e.g.: r :  
l t r l n r q r r v j r k l n r
- (2) A second game is to have them recognize the form of r even though they cannot pronounce all the words in a list, such as ran, run, rope, roof.
- (3) After teaching the primer, try sounding the new words you have taught but only the initial sound - D-ick, J-ane, l-ook, etc.
- (4) In grades 2 and 3, have them do seat work games such as  
-now: - The roof has ---- on it. -pade - We use a ----- in the garden.  
-tocking - His -tocking has a hole in it.
- (5) In teaching the blend sounds have them do seat work exercises such as the following:  
"Put a ring about the word that has "cl"  
climb, can, close, class, sloud, come, etc.  
Now write all the words with cl.  
Then write all the words without cl.

Games (cont'd.)

- (6) Teachers can develop many games based on the blend sounds mentioned above, e.g.,

Put a box around "st". Print all the "st" words.

Then list on the blackboard, in groups of 3, words which begin with s and st, such as star, saw, stop, etc.

- (7) A good blackboard game to be played by the teacher and children together is to make two circles one inside the other. Within the inner circle print EAT. On the outside of the larger circle print these sounds - tr, bl, ch, wh, s, p, n, m, h, f, cl, b.

This game should not be played with Indian children until the teacher is sure that their vocabulary includes the words which can thus be formed.

The tendency in phonics is to train the eye mainly. However, with Indian children, the best results require also thorough training of the ear, and through the ear, of the speech organs. That the child has not had sufficient ear training in the primary grades is sometimes shown by the inability of older children to hear sounds accurately.

An Indian teacher should not wait until the actual phonics begin before introducing practice exercises in hearing sounds. In the first place, the child needs to know that the spoken word is composed of different sounds before he is introduced to the letters which stand for them. In the second place, ear training should take place before he has had too much practice in recognizing words by the eye.

Ear training, begun at the outset of the child's school career and carried on until he becomes ear-minded to speech sounds, will insure a more accurate carry-over of the phonic drill in reading. It will also be a large factor in speech improvement.

27 WHAT OTHER INDIAN SCHOOLS ARE DOING

School Newspapers:

Caughnawaga Day School

Another Indian School has issued its first newspaper. From our largest day school at Caughnawaga, P.Q., we have received the first issue of "The Echo". This school is one of the few which specializes in Lacrosse. We are pleased to note their success in defeating teams from Brebeuf and St. Ignatius Schools in Montreal. These boys are also experts in boxing. It is too bad they are so far removed from the Squamish Residential School at North Vancouver, B.C. These West Coast Indian boys have an enviable reputation as boxers and they have a trophy cupboard which is filled to overflowing. No doubt the Caughnawaga boys would like to try at winning a few of them away from the Pacific Coast.

Nanaimo Hospital School

The teachers of the Indian pupils at this hospital are to be congratulated on the excellent Christmas issue of their magazine entitled "K A B E Y U N" (The West Wind). This paper has two innovations in the form of crossword puzzles and handicraft instructions.

Blood Residential School

We welcome the new magazine published by the staff and students of the Blood Residential School, Cluny, Alberta. We would recommend that editors of other school newspapers write for a copy of this new paper. This school has a fine gymnasium and specializes in basket ball and boxing. Hockey is difficult at times due to the prevalence of the Chinook wind blowing in from the Pacific, via the Rocky Mountains.

Blue Quills Residential School

The Moccasin Telegram of the Blue Quills Residential School, Saint Paul, Alberta, continues to be of a high standard. They are very proud of their newly formed Band and the boys are blowing long and hard into their new instruments.

This school is also recording Indian songs to be broadcast over the local and Edmonton radio stations. A quartette of four boys is recording these songs so that their parents can hear Indian music while they listen to their radios at home.



## Home and School Associations

Many of our day schools have organized Home and School Associations or Parent-Teacher Associations during the first part of the 1950-51 academic year.

### Peigan Day School, Peigan Agency, Alta.

From the Pincher Creek Echo comes news of the formation of the Peigan Indian Home and School Association at Brocket, Alberta. The teacher, Mrs. Anite Smedstad conducted the organization and installed the officers. Among other matters discussed was the Christmas tree project and donations were received towards the candy fund.

### Sarcee Day School, Stony-Sarcee Agency, Alta.

Also in Alberta, at the Sarcee Indian Day School, a Home and School Association has been formed. The initial organization was carried out by the senior teacher, Mr. Chaba and the group is concentrating on a hot lunch programme.

### Lakeside Day School, Crooked Lake Agency, Sask.

The Home and School Club of the Lakeside School donated the material for the Christmas concert stage. They also did the work of setting up the stage. The women lent bed sheets for curtains. They also raised the money for the Christmas treats which cost in the neighborhood of \$40.00. They even returned after the Christmas concert (at which they had a full house) in order to help clean up the school.

## Christmas Concerts

We sincerely appreciate the many accounts which have been received of the Christmas concerts which have been held at day and residential schools. Many unique ideas were adopted. At the Manitou Rapids Day School concert (near Emo, Ontario), the schoolroom was decorated with evergreen wreaths and sprays and even roses made by the pupils. Being one of the schools fortunate to be near hydro, the Christmas tree was decorated with bright electric lights.

The Bighorn Day School, near Nordegg, Alberta, had a Christmas tree and concert, followed by a dance. The entire Band turned out for the occasion and the refreshments, toys, etc., were donated by interested organizations. The programme was a very full one, including recitations, songs, a quartette and even a song in Stony by the audience. The programme was illustrated with a scene in the foothills of the Rockies near which this school is located.

The Wapole Island No. 2 Day School had a fine concert and display. Even Santa Claus enjoyed himself.

### Fort Alexander Residential School

An interesting article on this school appeared in the magazine published by the Abitibi Power and Paper Co., Limited. It was written by Boniface Guimond, educated at this school, and now Mill Watchman for the company at Pine Falls, Manitoba.

## PRIMARY TEACHERS - FOLLOW YOUR BASIC PRIMERS WITH BEGINNERS

Don't introduce your beginners to supplementary readers until they have built up a good reading vocabulary.

Be careful that you do not interrupt the "smooth flow of Vocabulary Development", (attained while reading pre primers) by taking time out to read books of another series rather than by continuing with your basic texts.

Save your supplementary readers for extension reading a little later in the school year.

Developments Across Canada

The physical education and recreation programme in Indian schools and reserves is slowly beginning to take root as is evidenced by the greater demand for instructors, equipment and facilities in general.

In many schools and communities where young qualified instructors have volunteered for years to help Indian youth, part-time appointments have been made, i.e. Mr. Alex. Strain at Squamish Indian Residential School and Mr. William Wilcox at the Kootenay Indian Residential School.

The excellent work carried on for years by Mr. and Mrs. Ruben at St. Mary's Indian School at Mission, B.C., has resulted in the development of many fine young leaders among whom especially can be mentioned Tommy Bull who carries on the daily work at St. Mary's School and Herbie Francis who probably soon will be appointed to an Indian reserve in British Columbia.

At Kamloops Indian Residential School, Johnny Henderson is doing a very fine piece of work and his yearly displays are the highlight of sports activities in the city of Kamloops.

Over at Cowichan near Duncan on Vancouver Island Reverend Irving Leclerc is organizing a sports programme second to none. In soccer, basketball, baseball and softball, he has a number of teams and during the summer he has track and field meets and other social activities.

From Prince Rupert, 500 miles north of Vancouver, Mr. Superintendent F.E. Anfield reports on the great interest that exists in basketball and the yearly tournament which takes place in Prince Rupert between the various Indian teams.

Throughout Alberta and Saskatchewan we find that many of our teachers and others on residential school staffs are taking physical training and recreation courses and on their return to the Indian schools take charge of this work and good results are being obtained.

Crowfoot and Old Sun Indian Residential Schools on the Blackfoot Reserve now have full-time physical instructors. The two instructors are respectively Mr. S. Moore and Mr. Wm. Starr. Good reports on their achievements have already been forthcoming.

On the Blood Reserve in Alberta the Indian constable, Mr. Rufus Goodstrike, himself a very fine athlete, is coaching boxing, wrestling and track and field to the young Indians. At Goodfish Lake in the Saddle Lake Agency, Chief Reuben Bull is helping with boxing instruction and his day school pupils may soon challenge the pupils from the Blue Quills Residential School.

At Qu'Appelle Indian Residential School a fine programme has been going on for years but other schools are coming up and will soon challenge the work carried on at Qu'Appelle.

One of the best projects in Saskatchewan in community and social recreation is carried out by Mr. C. Eggenschwiler, Agency Clerk for the Pelly Agency at Kamsack, who has formed an orchestra, a music society and from there has gone into film showing and other activities. Last year there were 16 film shows on the reserve and many concerts.

From Cecilia Jeffrey School in Kenora a young Indian lad Robert James Green was sent on a Red Cross leadership training course and is now back working as boys' supervisor at his old residential school.

At the Six Nations Reserve the Young Men's Athletic Association headed by Cecil Montour is carrying out much community work.

At the Spanish Residential School at Spanish, Ontario, a very fine programme of physical education and recreation is carried out which has developed some fine leaders and one of these, Maxie Simon, has been recently appointed recreation leader on Manitoulin Island. Two young people Victor and Howard Pelletier are presently studying at Spanish and as both of them have organized recreational activities on various reserves it is possible that they may some day make a career in this field.

All through Alberta, Saskatchewan, Manitoba and Ontario we find great interest in hockey and many of our school teams do very well in competition with their White brothers. As a matter of fact, last year many of our teams were champions of the leagues in which they participated. It is interesting to note



at where in the past the interest for sports and games more or less disappeared when the Indian children left school, there is now a clamor for a continuation of these recreational facilities on the reserves and more and more we hope that the Indian boys and girls themselves will provide the leadership on the various reserves.

In the Province of Quebec we find great sports and recreational activities at St. Regis, Caughnawaga, Oka and Pointe Bleue.

The Recreation Association at Caughnawaga headed by Mr. Harry Beauvais is doing very well. The organized summer activities last year at Caughnawaga have stimulated interest among parents for a continuation of such a programme all year round and this winter the Association is flooding an ice-hockey rink and making arrangements for the coaching of junior ice-hockey teams - something that has not been done for years in this community. A young Indian lad, Harry Delisle is volunteering his services for boxing and physical training in general and every Tuesday and Thursday night between 20 and 30 young people turn out for training.

We have not yet a complete picture in regard to sports, games, recreation and social activities in general either from our residential and day schools or from Indian communities but more and more information is forthcoming. It is from the information that we receive in regard to what is happening in the schools or communities that we can plan programmes and it is understandable that with the Indian communities being so widespread and the population so small in number it is imperative that local organization and local financing must play its part in putting this whole programme on its proper footing.

As more facilities and more instruction are being provided Indian communities can look forward to a much brighter and happier social life.

#### More Recreation Associations

##### Pukatawagan, The Pas, Manitoba

From a report received from Brother Leon Levasseur, O.M.I., an athletic association has been formed on the Pukatawagan Reserve in The Pas Agency. Mr. Superintendent Law has encouraged sports and games for a long time but it was the visit of Brother Levasseur which gave a real fillip to the sports activities. Intramural games were played on the reserve and a representative team picked to play future games with Island Falls.

The Committee elected to carry on sports and social activities on the reserve comprises the following:

Herb Reynolds, President	Art Stevenson, Councillor
Leo Dumas, Secretary	Emile Sinclair, Councillor
Hyacinthe Colomb, Treasurer,	Jonas Sinclair, Councillor.

##### Wikwemikong, Manitoulin Island, Ontario

On Thursday, January 4, the Wikwemikong Memorial Community Centre Arena was officially opened.

It was a grand evening. Never have so many visitors come to Wikwemikong at one time. The cars were parked on both sides of the highway from the Church down past the Agricultural Hall and in the arena itself close to 1200 people gathered to witness the opening of the exhibition game between Gore Bay and Wikwemikong which the latter lost 4 - 7.

Reverend Father C.N. Rushman, S.J., introduced Mr. Fred Matters, Regional Supervisor of Indian Agencies for Northern Ontario who brought a message from the Director of Indian Affairs, Major D.M. MacKay. Several speakers addressed the gathering and among them were Mr. W. B. Levack, Reeve of the Township of Assiginack, Reverend Father J.R. Oliver, S.J., Principal of Spanish Residential School, Chiefs William McGregor of Birch Island and Peter Pangowish of Wikwemikong.

The band under the direction of Mr. Joseph Peltier, Jr., played "God Save the King" and "O Canada".

The arena is a magnificent structure and the citizens of Wikwemikong Indian community can be justly proud of their achievement. The rink committee elected to carry on activities is as follows:

Dominic Odjig, President,	Rev. C.N. Rushman, Sec. Treasurer.
Jacob Bondy, Andrew Trudeau, Henry Hill, John A. Rivers,	
Stanley Eshkibok, Henry Wibkamagod, - Ralph Ganawebi, Rink Manager.	

Maxie Simon, recreation leader at Manitoulin Island has already mapped out a busy schedule at the rink and he will see that the children and adults have an opportunity to skate and play hockey to their heart's content.

Soccer is played with a round ball slightly smaller than a basketball with teams of eleven (but any number can play) on a field 100 yards by 130 yards maximum.

The goals placed in the centre of the baselines consist of two posts 8 yards apart with a crossbar 8 feet above ground (this can be varied for junior games).

The game is played with the feet, head, chest or any part of the body except the arms and hands. Only the goalkeeper can use his hands, and only within the penalty area.

The time of play for seniors is 90 minutes, divided in two halves. For juniors the time is usually 60 minutes only.

The winner of the toss has the option of kicking off or choice of the goal.

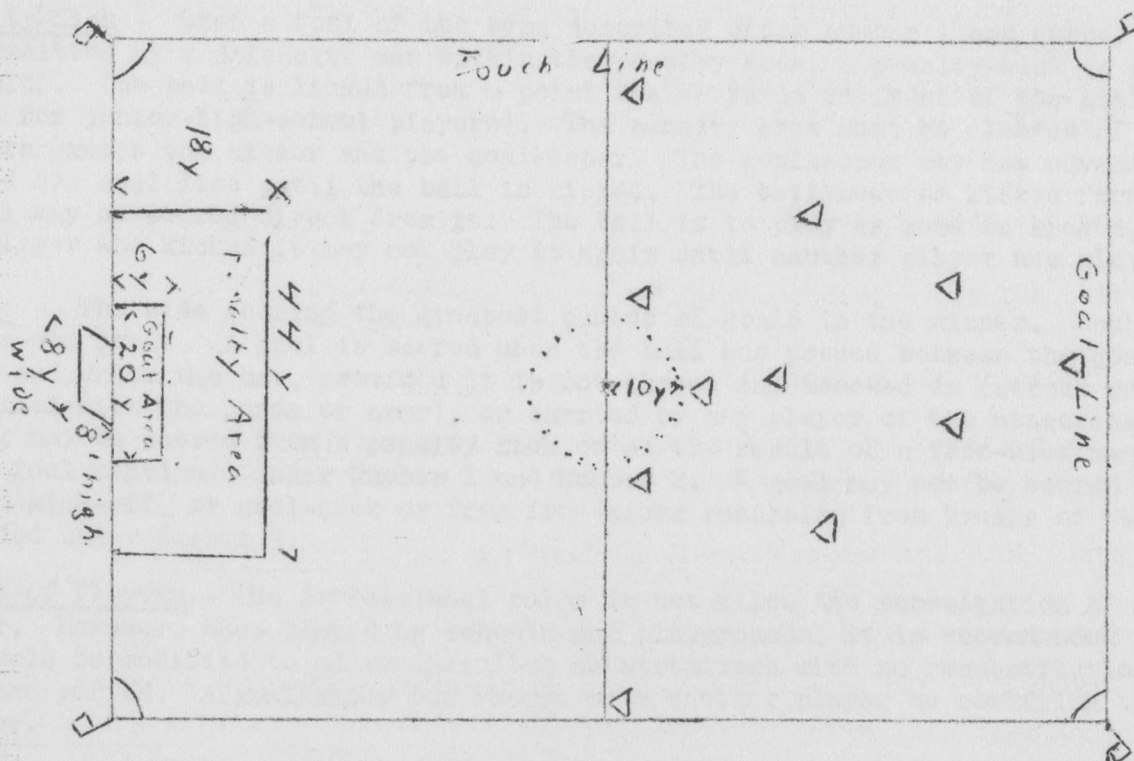
In kicking off the ball must travel in a forward direction and opponents must not approach the ball until it has rolled the length of its circumference.

A goal is scored when the ball is kicked between the goal posts and below the crossbar.

The team having been scored against kick off in the centre field.

After half-time the teams change goals and kick off is performed by the side opposite to the team that originally kicked off.

The Throw-in - When the ball has passed beyond the side lines, either on the ground or in the air, it is a "touch" and is out of play. It is thrown in by a player on the side opposite to the one that put it out. The player (wing or halfback) must throw the ball in by standing with both feet on the side line



and holding the ball with both hands completely over his head. A goal may not be scored from the throw-in, and the thrower may not play the ball again until it has been played by another player. Infringement of this rule gives the ball to the opponents for a free-kick at the place where the act occurred.

Goal-Kick - When the ball is passed beyond the goal line by a player of the opposite side, it is returned to play by the goalkeeper or a fullback, kicking it into the field from the half of the goal area nearest which it passed over the line. No opposing player may be within ten yards of the ball until it is kicked.

Corner-Kick - If the ball is played, accidentally or otherwise, behind the goal line by a player defending the goal, then a corner-kick is awarded to the attacking side. A corner-kick is taken from within one yard of the corner flag nearest which the ball was put out. A goal may be scored directly from a



corner-kick. The kicker may not play the ball again until it has been played by another player. On all such kicks no opposing player may be within ten yards of the ball.

Suspension of play - In case of time out, substitution, or injury to a player, the ball is put in play again by being thrown down by the official at the place where it was when time was called, and it is in play when it touches the ground.

Fouls - The following are fouls:

1. When the ball is touched intentionally by any part of the hands or arms of any player except the goalkeeper. The referee is the judge of this.
2. When a player violently or dangerously charges an opponent from behind, pushes, holds, trips, or jumps at an opponent. The referee is allowed much discretion in his interpretation as to what is hard play and what is intentionally rough or dangerous.
3. When a player makes a technical evasion of the rules, such as playing the ball a second time before it has been played by another player after a throw-in, free-kick, or penalty-kick; being off-side; carrying the ball by a goalkeeper (this means taking more than two steps while holding the ball); playing the ball before it has touched the ground after being thrown down by the referee; improper throw-in from touch; not kicking the ball forward from a penalty-kick; charging the goalkeeper at the wrong time (the goalkeeper may be charged while holding the ball or obstructing an opponent, or when he has passed outside the goal area, but the charging must not be intentionally rough).

Free-Kick - A free-kick is awarded for any foul committed outside the penalty area. Opponents must stay ten yards away from the ball until it is kicked. The kicker may not play the ball a second time until it has been played by another player. A goal may be scored direct from a free-kick provided the free-kick is awarded for the committing of fouls listed under number 1 and number 2 above, but not otherwise.

Penalty-Kick - When a foul of the type described under number 1 and number 2 above is committed by a defensive man within the penalty area, a penalty-kick is awarded the side. The ball is kicked from a point twelve yards in front of the goal (ten yards for junior-high-school players). The penalty area must be cleared of all players except the kicker and the goalkeeper. The goalkeeper may not advance beyond his goal line until the ball is kicked. The ball must be kicked forward and a goal may be scored direct from it. The ball is in play as soon as kicked, but the player who kicked it may not play it again until another player has played it.

Scores - The side scoring the greatest number of goals is the winner. Each goal counts one point. A goal is scored when the ball has passed between the goal posts and under the bar, provided it is not thrown in, knocked in (struck or propelled with the hands or arms), or carried by any player of the attacking side. A goal may be scored from a penalty kick or as the result of a free-kick awarded for a foul mentioned under Number 1 and Number 2. A goal may not be scored direct from a kick-off, or goal-kick or from free-kicks resulting from breaks of the laws included under Number 3.

Change of Players - The professional rules do not allow the substitution of a player. However, when played by schools and playgrounds, it is recommended that this rule be modified to allow unlimited substitutions with no resubstitution in the same period. A goalkeeper may change with another player by notifying the referee.

Off-Side - A player cannot be off-side when he is in his own half of the field, when the opponents have last played the ball, while a goal-kick or corner-kick is being made, or when he is behind the ball. The restriction comes when he is ahead of the ball and it has last been played by a team mate. In this case the rule states that the player ahead of the ball is off-side and may not touch the ball himself or interfere with an opponent unless, at the time the ball was played, there are at least two of his opponents between him and their own goal line. In other words, he must wait until he is again put on side before he is eligible to get into the play.

The Officials - A referee and two linesmen are in charge.

Kerry Dance (Irish):

Oh, the days of the Kerry dancing!  
Oh, the ring of the piper's tune  
Oh for one of those hours of gladness!  
Gone alas! like our youth, too soon.  
When the boys begin to gather  
In the glen in the summer night  
And the Kerry piper's tuning  
Made us long with wild delight.  
Oh, to think of it! Oh, to dream of it!  
Fills my heart with tears.  
Oh, the days of the Kerry dancing!  
Oh, the ring of the piper's tune,  
Oh, for one of those hours of gladness!  
Gone alas! like our youth, soo soon.

Formation: Double line, partners facing. The dance is started by the two top couples, all the others awaiting their turn.

I - Balance, four measures: Gentleman of leading couple and lady of second couple face each other and similarly the lady of leading couple and gentleman of second couple balance to time in place. (Forward and back, twice).

II - Right Hands Across, four measures: Gentleman of leading couple gives right hand to right hand of lady of second couple, similarly lady of leading couple and gentleman of second couple, all dance full round to left. (Springy walking steps.) Release hands.

III - Balance, as in I, four measures.

IV - Left Hands Across, four measures: As in II giving left hands instead of right.

V - Advance Down Centre, four measures: Leading couple face down set, join inside hands, and advance, four measures. Release hands, turn about, join inside hands and return to place, four measures.

VI - Dance Round, two measures: Gentleman of leading couple passes round at back of gentleman of second couple, six measures. His partner at the same time passes round at back of lady of second couple and each meets the other below the second couple.

Gentlemen of leading and second couples take own partners both hands; two couples dance round each other in circle, second couple finishing up at head of line and leading couple coming to rest in place vacated by second couple.

The leading couple and third couple now dance together (second couple resting), the same movements being repeated. The third couple finish up in place vacated by leading couple coming to rest in place vacated by third couple. Leading couple then dance with fourth couple and second and third couples dance together. The movement is thus continued until all are dancing, the couples changing places each time. The dance is generally concluded when the leading couple have returned to their original position.

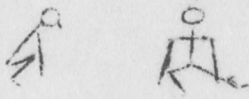

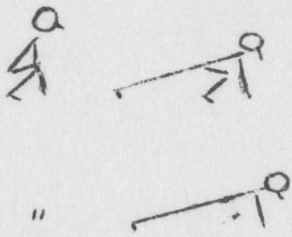
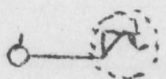
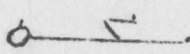
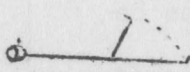
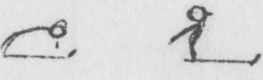
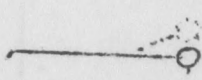


# EXERCISES

(for the legs)

Light hopping exercises are useful as an introduction, before the more strenuous exercises are indulged in. They serve as a warm up and to stimulate circulation. When we consider foot work, the importance of loosening of the ankles and strengthening of the surrounding muscles, and the tone of the calf muscles are not usually emphasized.

The treatment of weak foot muscles has much to do with the correction of poor posture. Hopping is very beneficial to strengthen foot muscles, also toe touching, knee bending and exercises for flexibility which stretch the tendon of Achilles.

Exercise	Illustration	Effect	Remarks
From Hand Squat, hopp. w. alt. leg stretching sideways		Strength Flexibility	Carry the legs straight to the side, taking the weight on the arms.
From Hand Squat, hopp. w. double leg stretching sideways.		Strength. Flexibility	Carry the legs straight to the side, taking the weight on the arms.
From Hand Sqt., alt. leg stretch backwd. or double leg stretch backwd.		Strength. Co-ordination.	May be done with a hop.
Back lying, bicycling		Strength, leg and hip flexors. Abdominal static.	Abdominal muscles must be in a state of contraction to counteract excessive hollow back.
Back lying, alt. and double knee raising.		Str. abdominals.	Knee stretching may be added.
Back lying, slow alt. leg raising.		Str. Hip flexors. Static abdominal	May be supported, hand under small of back.
Bow sitting, high upper back with low hand turning		Str. dorsal	Neck rest or arms in yard.
Front lying, head and shoulder raising and lowering		Str. dorsal.	Progress by taking arms in yard or neck rest.

# EXERCISES

(for the abdomen)

Care must be taken when using exercises for the abdomen with a new and untrained group, particularly with a view to outer-range exercises, due to the possibility of strain. At the beginning, abdominal exercises should be as much as possible in the inner-range movement.